

ACCOUNTABILITY UPDATES

Office of Educational Accountability

ESSA Federal Accountability

We would like to share an update regarding the ESSA rulemaking process. Back in [February](#), we explained that DPI is pursuing an administrative rule to implement our ESSA accountability identification system. Due to new requirements enacted in statute governing the administrative rulemaking process, the original scope statement that DPI published had to be re-published last week. This effectively restarts the 10-day waiting period, per Wis. Stat. 227.135 (2), during which the Department cannot discuss or perform any activity in connection with the drafting of a proposed rule until a scope statement may be approved by the State Superintendent. In addition, per Wis. Stat. 227.136, within 10 days after publication of the scope statement, either co-chairperson of the joint committee for review of administrative rules may submit a written directive to the agency to hold a preliminary public hearing and comment period on the scope statement. As such, DPI is not able to start any work on the ESSA identification system until the completion of the waiting period and until we hold a preliminary public hearing on the statement of scope (provided that a directive to hold such a hearing is issued). We anticipate that process to be complete in the next couple weeks.

If you have any questions about the rulemaking process for ESSA, please let us know (oeamail@dpi.wi.gov).

~OEA

WISCONSIN STATEWIDE ASSESSMENT SYSTEM UPDATES

Office of Student Assessment

Forward Exam

New:

Forward Testing Progress

Within the first 16 days of the test window, over 380 districts have started testing and 18% of student tests have been completed. The test window will remain open until May 4th.

Set Keyboards of Testing Devices to English Prior to Testing

Please ensure all student keyboards are set to English prior to testing. This will affect what keys (quotation marks, etc) are able to be accessed by students during the Text Dependent Analysis (TDA). See "how to" one-pager on the [Forward Exam Technology Requirements web page for instructions](#).

Reminders:

Before You Begin Testing -

- Review the [Prior to Testing Checklist](#). This checklist is a one page document that provides a high level list of steps that must be completed prior to testing.
- Refer to the manuals and guides posted on the [DPI Forward Exam Resources Web Page](#).
- Ensure you add all student accessibility features in eDIRECT prior to printing test tickets.
- Ensure all student keyboards are set to English prior to testing. See “how to” one-pager on the [Forward Exam Technology Requirements web page for instructions](#).

Test Setup Responsibilities in eDIRECT

DACs are responsible for assigning permissions in eDIRECT to their DTCs so they can make certain all devices are setup for testing. (**Technology Update** - DRC sent an email with a [technology update](#) to DTCs on Tuesday, March 20.) In addition, the following tasks must be completed in eDIRECT by a DAC or SAC: adding or editing demographic data, adding or editing accessibility features, entering not tested codes, requesting the transfer of students from district to district, creating or editing test sessions, and printing test tickets.

2017-18 End of Testing Survey

DRC and DPI are seeking feedback from districts and schools about the 2018 Forward Exam Test Administration. [The 2017-18 End of Testing Survey](#) includes questions about district experiences with eDIRECT, INSIGHT, resources, DRC’s Help Desk, and more. We estimate the survey will take approximately 10-15 minutes, and is intended to be completed by anyone who was involved in the testing process including: DACs, DTCs, SACs, STCs, and TAs. **Ensure all staff have an opportunity to complete the survey by sharing the link as soon as you have completed testing in your school/district.** Please help us improve your experience by completing this survey no later than May 25, 2018.

Test Administration Script

Ensure all Test Administrators/Proctors (TA) are reading the script verbatim to their students. The script is located in the Test Administration Manual and all TAs MUST have a copy (either hard copy or electronic) in order to read the script to the students before they start the test and during testing.

Reminders for your TAs

- Be aware, prior to the start of the test, which students have been assigned accessibility features and ensure those features are working before the student clicks the green “begin test” button. (step in the Script on page 29)
- If a feature is not working have the student exit the test (do not submit).

Unlocking or Purging a Student Test

Refer to pages 21-23 (and Appendix E and F) in the Managing Students and Testing in eDIRECT guide for information about when and how to unlock or purge a test. When contacting DPI to reopen a test or to have a test purged please have the following information available:

- Length of time the student was in the session.
- Number of items attempted in the session.
 - For information about how to find these details see directions on page 21 of the Managing Students and Testing in eDIRECT guide.
- Content area and session #

- Grade level
- Were any other sessions in the same content area started/completed?
- What exactly happened that caused the need for the reopen or purge?

TTS or Read Aloud Accommodation Change

Any district that has assigned the TTS or Read Aloud accommodation to a student, instead of the designated support, needs to confirm that the student meets all five criteria on the [Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam](#) form.

The TTS or read aloud **accommodation** allows the student to listen to ELA test information displayed on the screen, including test directions, questions, answer choices, and **ELA reading passages**. This accommodation **may only be provided to a student with visual impairments who is not proficient in contracted Braille, whose need is documented in an IEP or 504 plan and has met all five criteria on the [Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam form](#)**. Students who do not meet this criteria, but require TTS or read aloud, should use the designated support, including those with IEP or 504 plans. TTS/read aloud designated support allows the student to listen to test information displayed on the screen, including test directions, questions, and answer choices for all content areas (just not the ELA session 4 reading passages).

Dynamic Learning Maps (DLM)

NEW:

The Test Window is Now Open through May 4

DLM testing has started across the state and is off to a very good start. Just two weeks into testing and 24% of testlets have been completed and more are done every day. Thank you for your hard work and monitoring to make this a successful year.

Reminder:

Rosters

It is important for district assessment coordinators to double check rosters and make sure that students are correctly rostered. **Science testlets** should only be administered to students in grades **4, 8, 9, 10 and 11**. If you find that students are not rostered correctly please make adjustments in Educator Portal.

Test Tickets

Instructions on how to locate student test tickets and Testlet Information Pages can be found in the [Educator Portal User Guide](#) beginning on page 53. Please contact [Mike Peacy](#) if you have any questions about test tickets.

DLM Test Administration Monitoring

It is important for district assessment coordinators to monitor the completion of the DLM testlets. Those with the DTC role in Educator Portal are able to download a *DLM Test Administration Monitoring Report* in order to track the number of testlets required and completed. Directions on how to use the Report function can be found in the [Educator Portal User Guide](#) beginning on page 74.

Testlet Information Page (TIPS)

TIPS have now been relocated within KITE Educator Portal based upon educator feedback. In Spring 2018, the TIPS will be on the Test Management page where the tickets can be found, opposed to filtering down to a different page. Please note that the test ticket and TIPS only appear once the test window opens and when the student has been properly enrolled/rostered.

Student Mobility During Window

Every year, students move during the spring assessment window. Several methods are available to move a student from one school to another. Once testing has begun, some methods are highly effective and some are not recommended. This DLM created [document](#), serves as a guide for these methods. Please contact [Mike Peacy](#) or the [DLM Helpdesk](#) for assistance if necessary.

Rater Forms

The Alternate Assessment Social Studies Rating Scale is designed to assess the educational performance of students with disabilities who cannot meaningfully take the general education assessment, even with accommodations. This assessment tool focuses on knowledge and skills that are aligned with the Wisconsin Model Academic Standards in social studies.

An individual or individuals who have first-hand knowledge of the student's IEP goals and objectives, educational curriculum, and knowledge and skills should complete this assessment tool. Students in grades 4, 8 and 10 must be assessed in social studies. If you have students in these grades, verify you have created rosters for social studies and teachers have completed the rater forms prior to opening the social studies testlet. The rater forms can also be found on the [Wisconsin DLM webpage](#) under "Scoring & Reporting."

Spring Assessment Resources

Materials Collections Lists have been posted on the Educator Resource Pages for [ELA](#), [Math](#) and [Science](#). These are lists of materials by subject and grade, including materials to use with alternate test forms for students with visual impairments. The lists contain materials commonly needed in testlets and materials that may be substituted unless the TIP specifically states that no substitutions are allowed. This gives test administrators more opportunity to prepare for the assessment before the testing window opens.

A [Writing Testlet FAQ](#) has also been updated for spring 2018 and added to the Educator Resource Pages. The DLM writing testlets assess a student's ability to communicate using writing and the precursor skills that lead to writing. The FAQ details how writing testlets are assessed in DLM testlets as well as how to prepare to administer a writing testlet as a test administrator.

Districts with Students Attending State Schools, Lakeland School of Walworth County, or Syble Hopp Elementary and Secondary School of Brown County

- With the transition to WISEdata, these schools are now responsible for all DLM enrollment uploads. Districts with students attending these schools, should work with these providers to ensure they have all of the relevant information for the DLM uploads.

Assessment Administration/Manual/Trainings

New video training sessions are available on the [DLM District Staff Training Resource Page](#). Select the desired training video (Technology Specification, Assessment Coordinator or Data Management) and complete the registration form at the end of the video. If this is done prior to the date of the Q&A session for the particular training, you will receive a link for the live Q&A event.

District Test Coordinator and Test Administrator Checklists

DPI has created a simple step-by-step checklist of all DLM DTC responsibilities. In addition, a Test Administrator Checklist is available for teachers administering the DLM assessment. These are both available on the [DPI website](#).

School Assessment Type — Alternate (SATA)

In an effort to more accurately identify students anticipated to take the DLM alternate assessment under the new ESSA participation cap, we are asking districts to utilize the Student Characteristic SATA in WISEdata. The department began including additional validations around this indicator on October 12, 2017. All students taking the alternate assessment (DLM) must qualify as a student with the most significant cognitive disabilities as outlined below.

In Wisconsin, a student with the most significant cognitive disability:

- typically is characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior and cognitive functioning; **and**
- performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; **and**
- requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings.

Only a student who meets these criteria and participates in the alternate academic achievement standards may take the alternate assessment.

ACT HIGH SCHOOL ASSESSMENTS

ACT with writing and WorkKeys

New:

Data and Results webpage updated

The [ACT Data and Results](#) webpage has been updated to reflect information on 2018 score reports, sample reports, and delivery dates.

Reminders:

Deadline to enter not tested codes: April 13

If students take the DLM or do not take ACT or WorkKeys for any other reason, please indicate the reason under State Use Question #1 in PearsonAccessnext. The deadline for entering these codes is April 13.

- [Instructions for Entering ACT Not Tested Codes](#)
- [Instructions for Entering WorkKeys Not Tested Codes](#)

Important Note Regarding Return of ACT Materials:

When preparing your materials for return to ACT, be sure to not cover the FedEx labels. If the FedEx labels are obstructed, there is a risk that FedEx will not pick up those boxes when they come to your school. When applying the colored ACT labels to the corresponding boxes, please place them on the sides of the box where there are no other labels.

ACT Score Delivery

ACT releases scores to students and schools 3-8 weeks after answer documents are returned. Here is the [ACT Score Reporting Schedule](#). ACT will send paper score reports to students' home addresses 3-8 weeks after answer documents are received at ACT. For the Feb 27 test date, answer documents were due to ACT by March 9, so students may start receiving score reports in early April. Schools will receive hard copies of student scores (in batches) during the same timeframe. About one week after the score report is received in the mail, students can log on to actstudent.org to see the score online. If there's any trouble with the account, please call ACT Student Services at (319) 337-1270. You can find report samples on the [ACT Data and Results](#) webpage.

Emergency Testing

A third test date is available for students to complete the ACT (April 3) and WorkKeys (April 4). The emergency accommodated testing window for ACT is April 3-9 (weekdays only). The emergency accommodated testing window for WorkKeys is April 4-10 (weekdays only). Reminder: students testing with different timing codes cannot test in the same room. Do not use standard time materials for accommodations testing or vice versa.

Aspire Early High School

New:

Aspire testing window

The Aspire test window opens on April 9 and closes May 11.

Aspire paper materials arrive this week

Students using Braille, Large Print, and American Sign Language will take the Aspire as a paper test. Paper materials will arrive in schools this week.

Reminders:

Checklists

Assess your school's readiness for Aspire testing using the following checklists:

- [Checklist for Success](#)
- [Technical Readiness Checklist](#)

Tech Support

For Aspire technical support, please refer to the following resources or call the Aspire Help Desk at (855) 730-0400. The help desk is open Monday through Friday, 6:00 a.m. - 7:30 p.m.

- [Technology SetUp](#)
- [TestNav System Requirements](#)
- [Technical Readiness Manual](#)

Resources

Please review and share the following Aspire resources:

- [WI Aspire Administration Supplement](#)
- [Schedule of Events](#)
- [DPI Aspire Resources Webpage](#)

Aspire English Learner Supports

The following accessibility supports are available to EL students (in addition to the default embedded system tools and open access tools available to all users):

- 1) Translated test directions for all subjects
- 2) Word-to-word dictionaries for math, science, and writing sections.

Review the [Aspire English Learner Supports Webpage](#) and [Aspire Accessibility User's Guide](#) for details.

Student Transfers – please check your transfer request queue in the Aspire portal

- New school: The portal administrator at the new school initiates the transfer.
 - Hover over the Students tab and select Student Transfer Request.
 - Complete and submit all required information fields including the name of the previous school.
 - Contact the student's previous school to remind them to approve the transfer.
- Previous school: The portal administrator at the previous school reviews and approves the request.
 - Portal administrator at the previous school selects the Students tab on the top navigation bar in the Aspire portal, then selects the student request queue, and approves/rejects the transfer requests that are pending as soon as possible. This step must be completed to allow the new schools to establish test sessions for these students.
 - ***The previous school must also remove the transferring student from all test sessions.***
- For more details, see [Portal User Guide](#) p. 47 or the Transferring Students summative training video in the [Aspire TMS site](#).

Reading Readiness

Reading Readiness Reimbursement

- DACs should be in the process of submitting their reimbursement information to the Department. An initial email was sent from DPI Forms Management on March 13 with a follow-up reminder email sent on March 26 to districts that have not yet responded. The email contains instructions for how districts can submit their reimbursement requests for the 2017-18 school year. DACs who have not received their email or who have questions should contact Duane Dorn at duane.dorn@dpi.wi.gov or 608-267-1069.

Reading Readiness Results

- DPI will load 2017-18 PALS, MAP and STAR reading readiness results to WISEdash for Districts. Districts who had student data loaded for these screeners in 2016-17 will continue to have their data loaded in 2017-18. Districts that did not previously sign a data release will need

to do so in order to have their data uploaded into WISEdash. Information on data sharing agreements can be found at:

- PALS - <https://dpi.wi.gov/assessment/reading-readiness/FAQ#data>
- MAP - <https://dpi.wi.gov/wisedash/districts/about-data/map>
- Star - <https://dpi.wi.gov/wisedash/districts/about-data/star>

ACCESS for ELLs

Reminders:

- **Final Data and Reports: April 23**
- **Post-Reporting Data Validation: April 23 - May 7**

WIDA Instructional Framework Changes

WIDA is developing a new standards-based instructional framework scheduled for release in 2019. The public input period regarding this new instructional framework starts Thursday, March 22, 2018 and continues through Friday, April 20, 2018. The purpose of the public input period is to help WIDA understand what educators in various roles think of the new WIDA Instructional Framework and how they would use it in their work.

All educators, administrators, and those who support the education of multilingual learners are invited to share their feedback via a survey. An informational flyer, details, specific instructions, and a link to the public input survey are currently [available here](#). Please share this information with ESL staff in your district.

NAEP

Results from the 2017 NAEP administration will be released next week on April 10. There will be results reported for grades 4 and 8 reading and mathematics at the national, state, and selected urban district level. Visit <https://nces.ed.gov/nationsreportcard/> for more information.

DAC DIGEST DIGESTIBLES

Important Dates to Remember		
April	2: Deadline to conduct pre-test session for students to complete the non-test information on the answer document - emergency testing.	ACT
	3: Emergency Test Date	ACT
	3-9: Emergency Accommodations Testing Window	ACT
	4: Emergency Test Date	WorkKeys
	4-10: Emergency Accommodations Testing Window	WorkKeys
	5: Deadline for accommodations makeup testing materials to be received at ACT	ACT/WorkKeys
	9: Aspire testing window opens	Aspire
	13: Deadline to enter not tested codes in PearsonAccessnext	ACT/WorkKeys

	13: Deadline for standard time emergency testing materials to be received at ACT.	ACT/WorkKeys
	20: Deadline for accommodations emergency testing materials to be received at ACT.	ACT/WorkKeys
	23: Data Download and ISRs Available	ACCESS
	23-May 7: Post-Reporting Data Validation	ACCESS
May	4: Forward and DLM Testing Window Closes	Forward/DLM
	11: Aspire testing window closes	Aspire

Important Tasks to Remember		
<input type="checkbox"/> Submit Forward Exam DAC Confidentiality Form to OSA <input type="checkbox"/> Enter accessibility features for students in eDIRECT	Forward	
	DLM	
<input type="checkbox"/> Ensure relevant team members are aware of the information regarding reading readiness assessment at Reading Readiness Overview and Reading Readiness FAQ .	Reading Readiness	
<input type="checkbox"/> Pack and return emergency testing materials to ACT. <input type="checkbox"/> Review the ACT Data and Results webpage for details on ACT score reports. <input type="checkbox"/> Review the WorkKeys Data and Results webpage for details on WorkKeys score reports.	ACT/WorkKeys	
<input type="checkbox"/> Review the Student Transfer Queue and approve transfers from your school. <input type="checkbox"/> Update contacts for Test Coordinator and Technical Coordinator in the Aspire portal . <input type="checkbox"/> Remove users from the Aspire portal who are no longer employed by the district. <input type="checkbox"/> Assign Proctors/room supervisors the "Educator" role in the portal. <input type="checkbox"/> Enter accommodations into Personal Needs Profiles for online testing. <input type="checkbox"/> Create online test sessions. <input type="checkbox"/> Review Aspire testing materials on DPI's ACT Aspire Testing Resources webpage . <input type="checkbox"/> Share the following links with school technology coordinators: <ul style="list-style-type: none"> <input type="checkbox"/> Technology Set-Up <input type="checkbox"/> TestNav System Requirements <input type="checkbox"/> Uninstall and reinstall TestNav and ProctorCache to all testing devices. <input type="checkbox"/> Conduct a training session for staff.	Aspire	

New Online Resource Highlights		
<i>As new resources are posted to our website, we will include them here for your convenience. This is NOT an exhaustive list, but meant to highlight resources with significant relevance to our upcoming test windows.</i>		
Resource	Description	Assessment
Tips for Keyboard Settings	Quick "How to" change keyboard setting to English.	Forward
District Test Coordinator Checklist	A quick checklist for all of the required DLM responsibilities	DLM
Data Management Manual	A guide to the required steps for loading and editing data in KITE Educator Portal	
PearsonAccessnext User Guide for ACT	Includes instructions for ordering emergency makeup materials.	ACT
ACT Score Reporting Schedule	List of ACT reports and delivery dates.	

ACT Data and Results	Webpage including links to sample reports and interpretive guides for the ACT.	
ACT Data Proficiency	Webpage providing information on Wisconsin's ACT performance levels.	
PearsonAccessnext User Guide for WorkKeys	Includes instructions for ordering emergency makeup materials.	WorkKeys
WI Aspire Training Videos	Links to the Aspire Technology Readiness and Test Administration Training Webinars for Wisconsin.	Aspire
Aspire Training Management Site	Library of Aspire training webinars.	
Technology Setup	Installable app versions of TestNav, ProctorCache, and App Check can be found here.	
TestNav System Requirements	List of hardware requirements for TestNav 8.	
Portal User Guide	Guide for usage of the Aspire Portal.	
ACCESS Scores	Interpretive Guide, Parent Letters, etc.	ACCESS